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ABSTRACT

This working draft framework for the social studies program in Virginia's public schools is intended to provide guidelines for local school divisions in planning the social studies curriculum for grades K-12. The framework begins with outlines of the current and proposed K-12 social studies scope and sequence. The following section, which comprises the bulk of the document, contains a program description or general overview of the social studies content for each grade level. Knowledge, skill, and attitude objectives are also provided for each level. The content for each grade is as follows: Kindergarten--Home, School, and the Individual: Grade 1--School and Family: Grade 2--The Neighborhood and Community: Grade 3--Our Community and Other Communities: Grade 4--Virginia Studies: Grade 5--The United States: Grade 6--World Communities: Grade 7--The United States and Contemporary Virginia: Grade 8--Citizen Studies: Grade 9--World Geography and/or World History: Grade 10--World Geography and/or World History: Grade 11--Virginia and United States History: Grade 12--Virginia and United States Government. The publication concludes with a social studies skills chart. (Author/RM)

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A FRAMEWORK

The Social Studies Program in Virginia's Public Schools, K-12

Working Draft

September 1980

Division of Humanities and
Secondary Administration
Department of Education
Commonwealth of Virginia
Richmond, Va. 23216

NOV 17 1980

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FOREWORD

This working draft framework for the social studies program in Virginia's public schools is intended to provide guidelines for local school divisions in planning the social studies curriculum for grades K-12. The document contains objectives in the areas of knowledge, skills, and attitudes which should be included in locally designed and developed social studies programs. School divisions will need to supplement these objectives in order to meet specific learner needs.

Continuing efforts to provide for differing abilities and needs of students when dealing with objectives K-12 must remain a significant aspect of the local planning process. In addition, such activities will help to create a desire to periodically evaluate the comprehensiveness and soundness of the social studies program, K-12 and to make changes as warranted.

This working draft is part of the first phase of a K-12 Social Studies Curriculum Study Project currently being developed by the Social Studies Service at the Department. The project was initiated in 1978 with a statewide K-12 status survey of social studies in local school divisions and the appointment of a curriculum study committee by the State Superintendent of Public Instruction. Previous drafts have been distributed to local social studies supervisors, college educators, State Board members, and others for their reactions and comments. The observations of these respondents were used by the curriculum study committee in developing this document.

Appreciation is extended to the study committee as well as to those who responded to surveys and to those who evaluated earlier drafts. Individuals and/or groups receiving this working draft are invited to review the document and submit recommended changes to the Social Studies Service, Department of Education, P. O. Box 6Q, Richmond, Virginia 23216.

Thomas A. Elliott

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INTRODUCTION

Education is the total life experience which enables the individual to grow and develop as a human being. Within the framework of the comprehensive school curriculum, each area of scholarship assumes primary responsibility for a portion of that growth and development. Social studies is an integral part of the comprehensive school curriculum.

Social studies education is concerned with people – their nature, their behavior, their relationships with others, their achievements, their ideas, the uses they have made of the earth, the impact they have had on their environment, and the ideals and principles which guide their actions.

A particularly important function of social studies during this era is its role in helping to produce well-informed citizens. Although the concept of a good citizen may change from time to time; knowledge, skills, commitment, and participation have endured as important elements of education for citizenship as part of the social studies program. This aspect of the social studies is based in major part upon the assumption that a democratic society depends upon citizens who make rational decisions consistent with basic democratic values. Such a society requires individuals who can make such decisions in a context of rapid change — change in which the citizen hopefully participates and helps direct.

Towards this end, the social studies program assists students in understanding democratic ideals and traditions, political, social, and economic institutions and processes, personal rights and responsibilities, legitimate ways to influence public policy, the importance of responsible participation in daily civic affairs, and an understanding of American institutions and ideals in relation to the world community.

In addition to education for citizenship, the social studies program reflects goals related to the social science disciplines where knowledge, concepts, and methods employed by social scientists are studied and practiced by students. The social studies program also contains elements which reflect the goal that social studies might supply the content and the means by which students may learn to reason, think, and acquire a respect for rationality and logic. Finally, the social studies program also assists in the transmission of significant aspects of our cultural heritage as citizens in our community, state, nation, and world.

Although these elements ebb and flow in emphasis over time, the social studies program in Virginia's public schools, K-12, reflects the following major goals:

1. to provide experiences which will enable students to participate in society effectively and responsibly;

2. to assist students in understanding basic democratic ideals and values of our society which will affect decision-making in public and private life;

3. to provide a framework of knowledge and skills to assist students in understanding self and the complexities of society and as a basis for continuous learning in history and the social sciences; and

4. to assist students in acquiring concepts and problem-solving skills in order to foster rational solutions to problems encountered in everyday life.

This document represents an effort by the Department of Education to articulate some major goals and objectives of the social studies program in Virginia's public schools, K-12. Its overall purpose is to provide a recommended framework of basic goals and objectives for the social studies program in Virginia, and to provide a basis for an on-going curriculum development process at the state and local school division levels.

Program descriptions and objectives also reflect goals related to minimum competence in citizenship which should be an integral part of the social studies program. While identification and assessment of these competencies are a local responsibility, an attempt has been made to fuse competencies which are representative of those identified by local school divisions into the framework.

As a framework, the recommended knowledge, skills, and attitude objectives do not constitute a comprehensive social studies curriculum. Local school systems and individual classroom teachers will, therefore, need to add objectives reflective of local needs.

It is hoped that this document will:

- insure the systematic and sequential development of knowledge, skills, and attitudes in the total social studies program, K-12;
- promote examination by school divisions of their local social studies programs in light of recommendations contained in this document;
- communicate to parents and the general public concerning the goals and purposes of social studies education in the Commonwealth;
- assure a continuance of a balanced school curriculum of which social studies will remain an important part;
- provide an information base with which scholars and interested individuals and groups may make judgments concerning their areas of special interest in the curriculum;
- lend assistance in the development of the local school division social studies curriculum;
- provide an overview of the social studies curriculum for students in Virginia's colleges and universities who plan to enter the teaching profession;
- provide beginning classroom teachers with recommended goals for their grade level or subject where this information is not otherwise available;
- give individual classroom teachers a perspective concerning what the social studies curriculum stresses before and after their own grade in order to minimize omissions and duplications in the curriculum and provide a partial basis for constructing yearly plans, units, lesson plans, and evaluation procedures;
- provide a basis for future changes and development of the social studies curriculum;
- serve as a guide in selecting and creating means of assessment; and
- establish a partial basis for selecting instructional materials.

SCOPE AND SEQUENCE FOR SOCIAL STUDIES EDUCATION IN VIRGINIA'S PUBLIC SCHOOLS KINDERGARTEN THROUGH GRADE 12

The Board of Education approved the scope and sequence for social studies which became effective July 1, 1973. This action was taken upon recommendation by the Department of Education as a result of an intensive study by a special committee appointed to examine social studies education in Virginia's public schools.

CURRENT SCOPE AND SEQUENCE

KINDERGARTEN	------	SOCIAL RELATIONS AT HOME AND SCHOOL	
GRADE 1	------	LIVING AT HOME AND AT SCHOOL	(Interchangeable)
GRADE 2	------	LIVING IN THE NEIGHBORHOOD AND OTHER COMMUNITIES	
GRADE 3	------	LIVING IN DIFFERENT COMMUNITIES	
GRADE 4	------	LIFE IN VIRGINIA AND REGIONS OF THE WORLD	(Interchangeable)
GRADE 5	------	LIFE IN AMERICAS	
GRADE 6	------	LIFE IN WORLD COMMUNITIES	
GRADE 7	------	LIFE IN OUR SOCIETY	
GRADE 8	------	CIVICS (or other electives)	
GRADE 9	------	WORLD HISTORY AND/OR GEOGRAPHY	(Interchangeable)
GRADE 10	------	WORLD HISTORY AND/OR GEOGRAPHY	
GRADE 11	------	VIRGINIA AND UNITED STATES HISTORY	
GRADE 12	------	VIRGINIA AND UNITED STATES GOVERNMENT	

PROPOSED SCOPE AND SEQUENCE

KINDERGARTEN	------	HOME, SCHOOL, AND THE INDIVIDUAL
GRADE 1	------	SCHOOL AND FAMILY
GRADE 2	------	THE NEIGHBORHOOD AND COMMUNITY
GRADE 3	------	OUR COMMUNITY AND OTHER COMMUNITIES
GRADE 4	------	VIRGINIA STUDIES
GRADE 5	------	THE UNITED STATES
GRADE 6	------	WORLD COMMUNITIES
GRADE 7	------	THE UNITED STATES AND CONTEMPORARY VIRGINIA
GRADE 8	------	CITIZENSHIP STUDIES
GRADE 9 or 10	------	WORLD GEOGRAPHY and /or WORLD HISTORY
GRADE 11	------	VIRGINIA AND UNITED STATES HISTORY
GRADE 12	------	VIRGINIA AND UNITED STATES GOVERNMENT Including a unit of instruction on the free enterprise system.

PROGRAM DESCRIPTIONS AND GRADE LEVEL OBJECTIVES

The following section includes a program description for each level kindergarten through grade twelve. Knowledge, skill, and attitude objectives are provided for each level. Italicized words in each set of objectives should help in identifying key concepts to be covered at each grade level.

Neither the program descriptions nor the objectives are all inclusive. Rather, they represent a framework from which local school divisions may develop social studies programs suitable to the needs of their students and community. The program descriptions provide a general overview of the social studies content for each grade level. They are intended to serve as a basis for local school divisions to develop a systematic and comprehensive social studies program.

Local school division personnel should organize their programs so as not to inadvertently duplicate content in two or more grade levels. For example, school divisions which organize to stress Virginia studies in the fourth grade and combine the recommended fourth grade objectives with the suggested content for the seventh grade, need not necessarily repeat this Virginia-related content in the seventh grade. This same principle also applies to other content areas since it is desirable to avoid both omissions of important content and unplanned duplications in the program.

Program Description:

The child's experiences at home and school provide the background for children as they learn about different family patterns, families as providers of basic needs, the roles played by various family members and school employees, and the relationship of the student to these individuals and groups.

The program assists in building positive self-concepts in children, human relations skills in working with others, and adjustment to classroom and school procedures and rules. Manipulative activities, resource persons, and relevant field trips help provide experiences for personal growth as a foundation for further social studies knowledge, skill, and attitude development. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

Knowledge Objectives:

The student will

- identify county, state and country, city or town by name;
- recite "Pledge of Allegiance;"
- identify family members;
- identify things found in *home, school,* and neighborhood;
- begin to match adults in school with job descriptions;
- match family members with "*jobs*" performed;
- compare different families;
- identify *self* by: name, address, sex, birthdate;
- identify basic *needs* of people;
- give examples of *change;* and
- identify *rules* to be followed in the home, in the school, on the playground, and to and from school.

Skill Objectives:

The student will

- play with blocks and identify houses, streets, firehouse, police station, etc.;
- begin to use terms that give *direction:* up/down, left/right;
- begin to use terms that give *location*: near/far, behind, next to, etc.;
- express *distance* in relative terms: nearer, nearest, farther, farthest, etc.
- follow oral directions;
- dictate stories about self, home, and school;
- listen/observe;
- distinguish "real" from "pretend;"
- play store;
- trade; and
- make decisions.

Attitude Objectives:

The student will

- accept responsibility (chore);
- demonstrate *courtesy*;
- give examples of *right/wrong*;
- demonstrate an understanding of safety rules;
- show respect for self and *others*;
- identify *property* as "mine/his-hers/ours;"
- take turns;
- work together;
- *share;* and
- demonstrate an understanding of rules for games or classroom.

Grade 1 – School and Family

Draft

Program Description:

The child's experiences in the home, school, and neighborhood provide a foundation for developing further understanding about family and school life. Getting to know the school's physical plant and grounds and the school personnel and their specialized jobs is emphasized. Safety at school, home, and neighborhood is also stressed. Different family patterns in our society and varying roles of family members, the working life of the family — earning a living and spending the family income, and family recreation is a major focus at this level. Resource persons, role-playing, and short field experiences assist in understanding how community helpers provide the family and neighborhood with basic needs. Building positive student self-concepts and skills of working together are also stressed. Concrete experiences continue to serve as a foundation for later skill-building and concept development. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

Knowledge Objectives:

The student will

- identify several holidays
- name days of week, *seasons*;
- recite "Pledge of Allegiance;"
- recite words to patriotic songs;
- identify national and state flag;
- identify examples of *change*;
- tell how weather affects ways we dress / live;
- identify things found in *neighborhoods*;
- identify *community helpers*;
- identify types of shelter / food / clothing;
- identify several tools and their uses;
- identify jobs people have in *school* and community;
- tell ways people earn *money*;
- correctly use terms old / new / buy / sell / trade;
- identify basic *needs*; and
- compare and contrast student's family with others.

Skill Objectives:

The student will

- identify *land* and *water* areas on map and globe;
- locate Virginia and United States on map;
- draw simple picture (map) of classroom;
- use simple map *symbols*;
- categorize objects by *size*, *shape*, and *color*;
- ask and answer questions about pictures;
- use terms yesterday / today / tomorrow;
- listen / observe;
- dictate stories about school and *family*;
- follow directions;
- collect facts (count objects);
- tell how certain items are alike / different;
- identify problems / suggest solutions;
- make decisions; and
- work together.

Attitude Objectives:

The student will

- distinguish between truths and untruths;
- demonstrate *courtesy*;
- take responsibility (chores);
- show respect for *feelings*, *property*;
- demonstrate an understanding of safety and other rules;
- tell how *waste* and littering are harmful; and
- follow *rules* of play and / or school;
- show respect for the dignity and worth of all people.

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Italicized words represent key concepts

Grade 2 – The Neighborhood and Community

Draft

Program Description:

Interdependence of people and groups continues as a focus as the content expands from the family, school, and neighborhood to the larger community. A study of life in the neighborhood is introduced through the people who provide the following for the student: protection (fire, police), health (doctor, nurse), getting food (supermarket personnel, sources of food products), communication (postmen and postal system, telephone personnel and system), transportation (bus, cars, and service station), service industries (laundry, shoe repair, or others). In connection with the study of the neighborhood, children will begin a development of geographic concepts such as size, shape, directions, physical features, and simple pictorial symbols to aid in beginning map and globe skills. Human relations skills continue to be emphasized. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

Knowledge Objectives:

The student will

- identify country, state, city or town by name;
- recite "Pledge of Allegiance;"
- recite words to patriotic songs;
- tell ways *rules* protect *rights* and *property*;
- identify *likeness /differences* in different neighborhoods / communities;
- tell how *climate* affects ways we dress and live;
- identify places of special use and interest in the neighborhood;
- identify natural *resources* used to meet needs;
- identify different means of *transportation;*
- describe how people need each other for goods and services;
- identify *occupations* /careers, community helpers, facilities /places found in communities;
- identify organizations which perform useful services in neighborhood /community;
- identify different ethnic groups in neighborhood/community; and
- identify different means of *communication.*

Skill Objectives:

The student will

- use N, S, E, W on simple maps;
- make simple maps of *neighborhood, school;*
- create symbols for maps;
- use *size, shape,* and color differences on maps;
- ask and answer questions about pictures, charts, and simple graphs;
- sequence familiar events;
- use terms *old/new, alike/different;*
- make timeline of own life identifying events;
- dictate stories about neighborhood and *community;*
- give oral reports;
- locate information;
- listen/observe;
- follow directions;
- make decisions;
- identify problem/suggest solutions;
- work together; and
- distinguish fact from fiction in stories.

Attitude Objectives:

The student will

- assume *responsibility;*
- complete assignments;
- demonstrate *courtesy;*
- differentiate between right / wrong, true /untrue, fair /unfair;
- offer suggestions for improving quality of life in own neighborhood /community;
- help make classroom rules; and
- show respect for the dignity and worth of others.

Italicized words represent key concepts

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Grade 3 – Our Community and Other Communities

Draft

Program Description:

An indepth study of the local community (county, town, or city) in which the children live is a major content focus. Primary studies center on businesses that satisfy needs of the people of the community with one or more industries to be studied to provide economic understandings including interdependence of people and groups. Transportation and communication within the community are also studied. Comparisons with other rural, urban, or suburban communities are made. Human relations, reasoning, chart and graph, globe and map skill development are emphasized. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

Knowledge Objectives:

The student will

- recite "Pledge of Allegiance;"
- recite words to patriotic songs;
- identify national *symbols* (flag, "Uncle Sam," eagle, etc.);
- identify features of *habitat* and resources;
- identify *likenesses/differences* in various communities;
- identify state, county or city, *rural/urban/suburban;*
- identify characteristics of county, town, or city;
- identify community *services;*
- compare *customs* and *habits* of different groups;
- identify monetary units (coins, dollars);
- identify examples of interdependence/*specialization* (division of labor);
- match needs with examples of *technology;*
- identify *occupations*/careers, *community* helpers;
- identify ways communities solve problems;
- give examples of ways people adapt to new *environment;* and
- give examples of *change* in communities.

Skill Objectives:

The student will

- identify color *symbols* on map;
- identify and use intermediate directions;
- make and interpret simple pie/bar graphs;
- locate *continents, oceans,* large islands, *equator,* and poles on globes;
- use map key or simple legend;
- locate community facilities on map
- use feet, yards, meters,
- make simple charts and graphs;
- make timelines;
- use *calendar* to find *holidays;*
- identify months in year;
- give oral reports;
- locate information;
- use resource materials;
- listen/observe;
- follow directions;
- work together;
- make decisions; and
- identify problems and suggest solutions.

Attitude Objectives:

The student will

- assume *responsibility;*
- give examples of things people value;
- exhibit characteristics of a good leader and *citizen;*
- participate in class *elections;*
- show *respect* for the dignity and worth of others;
- recognize the need to *conserve* resources;
- practice safety *rules;*
- identify responsibilities people have to their communities; and
- participate in the making of rules for the classroom.

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Italicized words represent key concepts

Program Description:

The content focuses upon an interdisciplinary approach to Virginia studies including history, geography and environment, resources, culture, and the arts. The time focus is 17th, 18th, and early 19th centuries. Comparisons may be made to other states or regions of the United States in terms of physical features, economic development, culture where appropriate. Systematic attention to map and globe, reasoning, chart and graph, and human relations skills is provided.

Objectives:

Knowledge Objectives:

The student will

- name Virginia-born U.S. *Presidents* and other famous Virginians and associate with accomplishments;
- identify major dates in Virginia *history*, Virginia *symbols* (flag, seal, flower, bird);
- identify and interpret major events in Virginia history;
- explain causes of seasons;
- identify Virginia and bordering land features, major land features of Virginia, major *crops/products/industries* of Virginia;
- define and use simple *economic* terms; and
- relate *goods/services*, *price*, cost, and natural resources to Virginia-related content.

Skill Objectives:

The student will

- use *compass;*
- make and interpret simple maps and use globes;
- measure map and globe distances using a scale;
- interpret simple political cartoons;
- make and interpret simple charts/graphs, timelines;
- arrange events in chronological order;
- calculate years between two dates;
- translate dates into *centuries;*
- write stories;
- locate information from different sources;
- take notes;
- make oral and written reports;
- listen/observe;
- use library resources (card catalogue, encyclopedia, atlas, etc.);
- identify problems/suggest solutions;
- gather facts, categorize, and make conclusions;
- follow directions;
- distinguish between important and non-important information; and
- identify *value* positions held by others.

Attitude Objectives:

The student will

- change decisions when warranted;
- describe activities of personal value;
- assume *responsibility;*
- accept rights/responsibilities;
- identify characteristics of good leaders; and
- show *respect* for the dignity and worth of others.

Italicized words represent key concepts

Grade 5 – The United States

Draft

Program Description:

The content centers around American studies with an emphasis on history and elements of geography, government and economics. Basic concepts of American law and democracy and our economic system are introduced and/or reinforced. Ways of living in different periods of history are compared with life in contemporary society. Reasoning skills, concept development, chart and graph, political cartoon interpretation, and map and globe skills are further developed and strengthened.

Objectives:

Knowledge Objectives:

The student will

- identify major historical figures (including minorities) and events;
- compare and contrast life in historical period with today;
- identify major features of U.S. landscape;
- describe effects *geography* has on human *institutions;*
- give examples of expressions of *nationalism;*
- describe basic rights and responsibilities of *citizens;*
- describe basic *governmental* activities;
- identify major values in *Constitution,* Declaration of Independence, Bill of Rights;
- relate historical events in America to world events;
- explain causes of historical events;
- describe effects of *technology* on our society (past/present);
- identify major *products/industries* of U.S.;
- identify characteristics of the American *economic* system;
- identify contemporary problems and suggest solutions; and
- identify *values* held by Americans.

Skill Objectives:

The student will

- use *longitude/latitude,* map index, legend, scale, *elevation;*
- make and interpret *maps,* charts, graphs, timelines;
- use time zones;
- interpret political cartoons;
- arrange important periods and events in American studies in *chronological* order;
- take notes;
- follow directions;
- write reports;
- give oral reports;
- locate and evaluate information;
- gather information;
- categorize information;
- interpret information;
- distinguish between facts and opinions;
- identify problems/suggest solutions;
- draw conclusions;
- identify ways of resolving *conflict;* and
- distinguish between cause and effect.

Attitude Objectives:

The student will

- identify values;
- assume *responsibility;*
- practice good *citizenship;*
- show *respect* for the dignity and worth of others;
- give reasons to *conserve;* and
- give reasons for and follow *rules* and laws.

Italicized words represent key concepts

Grade 6 – World Communities

Draft

Program Description:

Developmental needs and interests of students provide a basis for the study of western and non-western societies and cultures around the world. Indepth studies of selected historic and contemporary cultures expand the awareness of differences and similarities among peoples, and the various ways in which people meet universal needs. A focus is upon people and patterns of life, including government, history, beliefs, and attitudes, problems, and global interdependence. Systematic instruction in economics is provided and skill building and consolidation continue in map and globe, chart and graph, and other symbol interpretation, and reasoning skills and concept development. Students continue to identify and clarify their own strengths, limitations, and beliefs, and to examine the values of family, peer group, and society, and compare and contrast them with those of other cultures.

Objectives:

Knowledge Objectives:

The student will

- compare mores, folkways, *customs*, and *institutions* of cultures, past and present;
- show ways that geography and history of a nation influence ways of living;
- compare and contrast *globalism* and *nationalism;*
- compare and contrast U.S. *government* and economic systems with those of other countries;
- cite examples of *interdependence* within cultures and in the world community;
- identify *division of labor, capital,* cost, *trade-offs, market, supply, demand,* buyer, price, *barter, productivity;*
- identify changes in a *society* and consequences of these *changes;*
- explain the methods and techniques used by archaeologists;
- explain the difference between culture and *civilization;*
- give reasons why the lives of people differ;
- identify relationships of foreign cultures to the United States; and
- identify differences and similarities among different *cultures* of the world.

Skill Objectives:

The student will

- locate and identify *continents,* land masses, countries, and bodies of water;
- interpret *maps,* charts, diagrams, cartoons, and timelines;
- identify and arrange important periods and events in *chronological* order;
- use *B.C./A.D.;*
- use reference skills;
- distinguish relevant from irrelevant information; and
- make consumer decisions based on economic information.

Attitude Objectives:

The student will

- assume *responsibility;*
- follow *rules;*
- practice good *citizenship;*
- compare *values* of our society with other world societies; and
- demonstrate a *respect* for the dignity and worth of all peoples.

Italicized words represent key concepts

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Grade 7 – The United States and Contemporary Virginia

Draft

Program Description:

Developmental needs and interests of students provide a basis for studying contemporary life in Virginia and the United States. Post-Civil War history is combined with geographic, economic and government content and students continue to identify and clarify values and consolidate and build skills in the areas of symbol interpretation, reasoning, communication, and other skills. Citizenship awareness is further consolidated and is provided through practical content drawn from consumer, law-focused and vocational/career education. Virginia-related objectives dealt with in the fourth grade program need not be repeated at this grade level.

Objectives:

Knowledge Objectives:

The student will

- acquire factual information of important persons, events, and trends in U.S. and Virginia history;
- compare and contrast elements of *change* and continuity;
- identify major geographical regions of Virginia and the U.S.;
- identify values in Virginia and U.S. *documents* (Constitution, Declaration of Independence, Bill of Rights, Religious Freedom, etc.);
- compare Virginia and U.S. *governments;*
- identify *services* of state, national, and local governments;
- identify ideals and practices of legal, political, and economic systems in Virginia and in the United States;
- give examples of *interdependence* (Virginia, United States, world);
- identify major industries, *resources*, forms of *transportation* and *communication;*
- identify division of labor, *capital, costs, trade-offs, market, supply/demand, buyer, price;* and
- examine *population* distribution and cultural and ethnic groups of Virginia and the U.S.

Skill Objectives:

The student will

- interpret *maps*, charts, diagrams, cartoons, and timelines;
- sequence events chronologically;
- evaluate information for accuracy;
- define and use social science terms;
- use reference materials;
- write a coherent paragraph on a social studies topic;
- make inferences from cultural and physical elements of the environment;
- interpret facts and draw conclusions;
- identify problems and suggest solutions; and
- differentiate between causes and effects.

Attitude Objectives:

The student will

- identify characteristics of *leadership;*
- compare and contract basic *values* of our society with other societies;
- show how values and *traditions* affect contemporary life;
- develop a *respect* for the dignity and worth of other peoples and *cultures;* and
- work together in large and small groups.

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Italicized words represent key concepts

Grade 8 – Citizenship Studies

Draft

Program Description:*

Developmental needs and interests of students provide a basis for the selection of interdisciplinary content which relate the individual to our society. Preparation for citizenship is provided for in content selected from law-focused, consumer, and career education. Political and economic decision-making, rights and responsibilities of citizenship, and the importance of participation of individuals in local, state, national, and international affairs are emphasized. Consolidation of skills previously developed continue and practice is provided in skill areas of personal finance, political participation, and other skills relating to the exercise of decision-making and practical citizenship.

Objectives:

Knowledge Objectives:

The student will

- give examples of *change* and student relationship to change;
- identify rights, responsibilities, and duties of citizens;
- identify characteristics of American legal, political, and economic systems;
- compare and contrast American and other political and economic systems;
- identify ways citizens can influence decisions;
- compare and contrast the structure and function of local, state, and federal *government;*
- identify consumer rights and responsibilities;
- identify major career opportunities;
- identify *services* provided by state and national government;
- identify examples of deceptive *advertising;* and
- identify problems and issues relative to self, family, community, state, and nation.

Skill Objectives:

The student will

- interpret cartoons, *maps*, charts, forms, diagrams;
- distinguish between fact and opinion;
- use reference materials;
- define and use social studies terms;
- interpret facts, draw conclusions and identify cause and effect relationships;
- write a letter expressing an opinion;
- complete *voter* registration, simple *tax* form, check stub;
- demonstrate ways of resolving conflict;
- participate in a simulated or student government voting process;
- identify problems and suggest ways of solving them;
- make inferences from cultural and physical elements of the environment;
- develop interpersonal and communications skills; and
- participate effectively in group activities.

Attitude Objectives:

The student will

- be able to identify and state value positions and beliefs;
- identify basic values and ideals of our society;
- show how values, traditions, and/or attitudes affect individuals and society;
- develop a *respect* for the dignity and worth of all peoples;
- state the importance of *citizen* participation in a *democracy;* and
- identify *stereotypes* as overgeneralizations.

*School divisions are encouraged to offer a unit of study which incorporates the major objectives contained in the Citizenship Studies program in cases where a full year program is not provided.

Italicized words represent key concepts

Grade 9 — World Geography and / or World History

Program Description: Draft

This course provides the learner with an understanding of some of the major characteristics of the geographic (spatial) distribution of people, resources, and human activities. Content includes principles of geography and a knowledge of the worldwide distribution of important features of the physical environment. Major interrelationships between cultural phenomena and the physical environment are systematically studied. This course also deals with general characteristics of regions and subregions of the world, the identification of regional patterns and relationships, and differences and similarities among peoples and their environments. A major skill emphasis is the consolidation and further development of map and globe skills, chart and graph interpretation, and thinking skills.

Objectives:

Knowledge Objectives:

The student will

- explain some of the influences the physical environment has on the way people live;
- describe the spatial distribution of significant elements of the physical and cultural environment;
- list some general characteristics of regions and subregions of the world;
- explain certain regional differences and similarities;
- identify major countries, bodies of water, and physical features on maps and globes;
- identify climatic types and explain some of the influences the physical environment has on the way people live;
- identify basic map projections, characteristics, distortions, and best usages for a given projection;
- identify and evaluate ways in which *natural resources* have been allocated, utilized, and conserved in the community, regions, nation, and world;
- explain and evaluate some effects of *technology* on people and their physical environments;
- identify some of the general characteristics of life in major cultural areas; and
- describe ways human beings have adapted to or modified their physical environments.

Skill Objectives:

The student will

- use cardinal and intermediate *directions;*
- interpret map *symbols;*
- use map scales to estimate *distance;*
- construct maps to depict information;
- identify regional *patterns;*
- interpret *contour* lines on maps;
- use *meridians* and parallels to identify directions on maps;
- identify *distortions* on various map projections;
- draw inferences from maps;
- use *time* zones;
- compare maps and make inferences;
- use reference materials; and
- use compass.

Attitude Objectives:

The student will

- describe and explain attitudes and preferences about people, beliefs, and ways of life;
- identify and give reasons for one's own criteria for *judgment* of beliefs and actions of other people;
- compare and contrast American and personal *values* with those of other cultures;
- *respect* the rights of others to behave in ways congruent with their value systems; and
- develop a respect for the dignity and worth of all peoples.

Italicized words represent key concepts

Grade 10 — World Geography and / or World History

Program Description: Draft

The origins of Western Civilization and the impact of non-western civilizations upon the West and upon world culture is the focus for this course. Beginning with the rise of social organizations among people and traversing the ancient world from the far eastern civilizations in China, India, the Near East, Greece, and Rome to the rise of modern Europe and into the twentieth century, this course stresses important events, persons, and trends as they affected their world and our modern world community. The operation of the distinguishing characteristics found within each of the cultures studied are examined through literature, art, architecture, music, religion, and philosophy. Military, social, political, cultural, and economic developments are emphasized while concepts and methodologies utilized by historians, archaeologists, and other social scientists are explored and practiced by students. Communications, thinking, chart and graph, and other symbol interpretation skills are further developed and refined.

Objectives:

Knowledge Objectives:

The student will

- describe major developments in European, African, Asian, and Latin American history;
- identify individuals and groups whose efforts, ideas, beliefs, or *inventions* have affected history;
- identify factors contributing to economic and political *growth* and *decline*;
- describe some of the functions of groups such as the family in various *cultures* and indicate how and why these functions *change*;
- describe some of the functions of basic *institutions* in various cultures and indicate how and why these functions change;
- describe some of the basic *patterns* of human settlement and indicate some similarities and differences between these patterns;
- describe some ways ideas, *customs*, and inventions have been transmitted and spread;
- explain how various ethnic groups have contributed to culture;
- compare various world economic systems; and
- explain effects of *economic cycles* on political and historical events.

Skill Objectives:

The student will

- arrange events and periods in chronological order;
- identify and locate sources of information;
- demonstrate ability to use reliable sources of information;
- identify values expressed in written and graphic data;
- use reference and resource materials;
- organize, analyze, interpret, and synthesize information obtained from various sources; and
- use summarized information to draw conclusions; offer solutions to problems, clarify issues, and make predictions.

Attitude Objectives:

The student will

- describe and explain attitudes and preferences about people, beliefs, ways of life, and political and economic systems;
- identify and give reasons for one's own criteria for *judgment* of beliefs and actions of other people;
- identify and explain the characteristics and values of the individuals, groups, institutions of various cultures; and
- demonstrate *respect* for the dignity and worth of all peoples.

Italicized words represent key concepts

Grade 11 — Virginia and United States History

Draft

Program Description:

This course deals with the development of American ideals and institutions through the study of major events and personalities of American history from the age of exploration to the modern era. The course provides a perspective on the relationship between the past and contemporary issues. The role which Virginia and Virginians played in the early development of America is also emphasized along with important events, personalities and issues of modern Virginia in relationship to the United States and world affairs. Concepts and methodologies employed by historians, archaeologists, and other social scientists are explored and practiced by students, and writing and thinking skills, and chart, graph, and other symbol interpretation skills are further developed and refined.

Objectives:

Knowledge Objectives:

The student will

- identify how contributions of ethnic and other groups contributed to the development of this country;
- describe some of the functions of basic institutions in American society;
- identify individuals, events, and eras of American history;
- identify the impact of world events on American culture;
- identify individuals and ethnic groups whose ideas, beliefs, or inventions have affected American culture;
- explains effects of *economic cycles* on political and historical events;
- identify factors contributing to economic *growth* and *decline;*
- identify examples of *conflict* and the impact it has on individual and group relationships; and
- identify ways beliefs and *values* are transmitted.

Skill Objectives:

The student will

- arrange events and periods in chronological order;
- identify and locate sources of information and evaluate the reliability and relevance of these sources;
- demonstrate ability to use reliable sources of information;
- collect data;
- identify cause and effect relationships;
- differentiate between primary and secondary sources;
- organize, analyze, interpret, and synthesize information from various sources;
- identify the central problem in a situation;
- identify the major issue in a *dispute;*
- use summarized information to draw conclusions;
- offer solutions to problems;
- clarify issues and make predictions; and
- appraise judgments and values that are involved in a choice of a course of action.

Attitude Objectives:

The student will

- demonstrate a preference for the rules and *laws* of *society;*
- identify and give reasons for one's own criteria for *judgment* of beliefs and actions of other people;
- demonstrate a *respect* for the dignity and worth of all peoples;
- express awareness of the physical, intellectual and social conditions of human beings, and suggest ways these can be improved; and
- demonstrate respect for the *moral* and legal rights and basic *freedoms* of all people.

Italicized words represent key concepts

Grade 12 — Virginia and United States Government

Draft

Program Description:*

This course provides a comprehensive analysis of the American political and economic systems. Decision-making processes at the local, state, national and international levels are examined and basic structures of government are explored through study of the United States Constitution and Amendments. Virginia state and local governmental structures provide case studies of these levels of government and of the relationship between the federal and state and local governments. Basic democratic values and the importance of participation by citizens in the democratic process are emphasized.

Characteristics of the economic system of the United States are compared and contrasted to other world economic systems and basic economic concepts, principles, and models are explored. Thinking, communications, and symbol interpretation skills continue to be refined and concepts and methods employed by political scientists and economists are examined and practiced by students.

Objectives:

Knowledge Objectives:

The student will

- identify characteristics of the executive and legislative branches of government;
- identify characteristics of the American judicial system;
- compare the factors affecting decision-making in the United States with those in other forms of government;
- demonstrate an understanding of the constitution and how it can be *changed;*
- state characteristics and functions of political parties;
- identify the basic *rights* of American citizens and compare with other countries;
- explain how *separation of power* influences decision-making;
- compare and contrast the economic systems;
- demonstrate an understanding of economic principles such as *supply, demand, inflation, recession, capital, wages, prices, money,* and *credit;*
- identify factors that influence the *price* of *goods* and *services;*
- identify ways *consumers* may satisfy complaints concerning goods and services;
- identify aspects of the decision-making process in the United States and other major nations; and
- demonstrate the relationship between our actions and beliefs and their effect on international affairs.

Skill Objectives:

The student will

- classify information;
- distinguish statements of fact from statements of opinion;
- make inferences;
- identify stated opinions, *biases* and value judgments;
- differentiate between points of view;
- analyze trends and make predictions;
- select and defend a position or course of action;
- validate outcomes of investigation;
- use summarized information to draw conclusions, offer solutions to problems, clarify issues, and make predictions; and
- register and vote in simulated or actual election.

Attitude Objectives:

The student will

- demonstrate *respect* for the *moral* and *legal rights* and basic *freedoms* of others;
- demonstrate a respect for the dignity and worth of all peoples;
- participate in making decisions; and
- suggest ways society can help improve the condition of people.

*School divisions are required to provide a unit of instruction on the free enterprise system as a part of this course.

SOCIAL STUDIES SKILLS CHART

The social studies skills chart included in this section, like the document itself, represents a framework to be expanded upon by local school divisions in order to adjust to the needs and characteristics of their students and community. This list may be helpful in quickly determining where a skill area might be introduced, taught, or maintained in the program. The list depicts general skill areas and their relationship to the primary, upper elementary, middle grade, and high school levels.

The symbol "R" used in the list indicates readiness for exposure and introduction to a given skill area. The symbol "M" indicates major instruction in a skill area. The symbol "A" indicates application, maintenance, and extension of a skill area.

Each skill area identified under the topic headings – Map/Globe Skills, Chart/Graph Skills, Time/Date Skills, Study Skills, and Inquiry/Group Skills – may represent several skill objectives located in the grade level objectives which appeared earlier in this document.

The skill areas chart is based on the skill objectives and does not reflect the knowledge or the attitude objectives listed.

	LEVEL			
	Primary	Upper Elem.	Middle Grades	High School
I. MAP/GLOBE SKILLS				
A. Make and Interpret Maps and Globes				
1. make maps and globes	RM	MA	A	A
2. interpret maps and globes	R	MA	A	A
3. make maps to depict information	R	MA	MA	A
4. compare maps/globes to draw inferences	R	MA	MA	A
B. Direction				
1. identify and use cardinal directions	RM	A	A	A
2. identify and use intermediate directions	R	MA	A	A
3. use compass	R	MA	A	A
4. use longitude and latitude		RMA	A	A
5. use meridians and parallels to identify directions			MA	A
C. Location				
1. locate areas on maps and globes	RM	A	A	A
2. identify and locate continents, oceans, etc.	R	M	A	A
3. identify regional patterns		R	MA	A
4. identify distortions in map projections			RMA	A
D. Distance				
1. measure distance	RM	MA	A	A
2. estimate distance using a scale	R	MA	A	A
E. Symbols				
1. make/use simple map symbols	RM	MA	A	A
2. identify color symbols on map/globe	RM	A	A	A
3. use map key and legend	R	MA	A	A
4. interpret map symbols (contour lines, etc.)	R	R	MA	A

R = Readiness/Exposure/Introduction M = Major Instruction A = Application/Maintenance

	LEVEL			
	Primary	Upper Elem.	Middle Grades	High School
II. CHART/GRAPH – PICTURE/CARTOON SKILLS				
1. make and interpret charts/graphs, etc.	R	M	MA	A
2. identify values expressed in graphic data		R	M	A
3. organize, analyze, synthesize information obtained from graphic data		R	M	A
III. TIME/DATE SKILLS				
1. sequence in chronological order	RM	M	A	A
2. make and use time lines	RM	M	A	A
3. make and use calendars	R	M	A	A
4. use time zones		RM	A	A
5. use B.C./A.D.		RM	A	A
IV. STUDY SKILLS				
A. Locate Information				
1. follow oral and written directions	RM	MA	A	A
2. locate information	RM	MA	A	A
3. use resource materials	R	MA	A	A
4. use library references and resources	R	M	M	A
5. define and use social studies terms	R	M	MA	A
B. Gather Information				
1. collect, organize, and record information	RM	MA	A	A
2. write a coherent paragraph on a social studies topic	R	M	MA	A
3. write a letter expressing an opinion	R	R	M	A
4. demonstrate ability to use reliable sources		R	M	A
C. Evaluate Information				
1. gather, categorize, and interpret information	RM	MA	A	A
2. distinguish between important and unimportant information		RM	A	A
3. evaluate information for accuracy		RM	A	A
4. distinguish between primary and secondary sources		R	R	MA
V. INQUIRY/GROUP SKILLS				
A. Group Interaction				
1. participate effectively in a group	RM	M	MA	A
2. make decisions	RM	M	A	A
3. select and defend positions		R	M	A
4. differentiate between points of view		R	R	MA
B. Problem-Solving				
1. identify and analyze problems and suggest solutions	RM	M	A	A
2. identify ways to resolve conflict	R	RM	MA	A
3. make consumer decisions based on economic information	R	RM	A	A
4. make inferences and predictions based on investigation		RM	MA	A
C. Formation and Interpretation of Values				
1. identify value positions held by self and others	R	RM	A	A
2. prepare for effective participation in society		RM	M	A

R = Readiness/Exposure/Introduction M = Major Instruction A = Application/Maintenance